**K-5 ELA Lesson Plan**

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| **Teacher:** Morgan, Lake | | **Grade:** 1 | | | **Date(s)**: Monday, August 27 – Thursday, August 30 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task: Creating a Song**  **Task 1 : 4 days** | | |
| **Essential Question(s):**  **1. Why is it important for good readers, writers, and listeners to remember important details when retelling a story, poem, or informational text?**  **2. How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Day 1:**  ***First Day Jitters* by Julie Danneberg**  First Day Jitters Reader’s Response  ***The Day the Monster Came to School***  The Day the Monster Came to School sequencing cards  Name Monster  **Day 2:**  ***Hunter’s Best Friend at School* by Laura Malone Elliott** Book  Chart Paper  Picture Paper  ***Chrysanthemum***  Book  **Day 3**  ***Friends***  **by Helme Heine**  Friends’ Faces  **½ and ½**  Paper | | | | **rules**  **citizen**  **author**  **capitalization**  **illustrations** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading /**  **Day 1**  **Standards: RL.1.2**  **I Can Statement(s):**   * I can retell stories including key details * I can explain our school rules and why rules are important   **Instructional Plan:**   * Teacher will read ***First Day Jitters*** * Discuss story and students’ own first day jitters * Complete Reader’s Response and compile into a class book * Read the story ***The Day the Monster Came to School*** * Discuss rules with students and why rules are important in the classroom/ and school. (What would happen if we had no rules?) * Introduce vocabulary: rules, citizen, author, illustrations, capitalization * Teacher and students will brainstorm classroom rules (refer back to sequencing cards) * Name Monster Activity   **Day 2**   * Review the list of rules that the class brainstormed on Day 1. Discuss why rules are important. * Read the story ***Hunter’s Best Friend at School***. * Retell the story as a class focusing on rules and being a good citizen. * Review / revise list of rules and create a song to the tune of London Bridge is Falling Down for the rules. * Students will copy and illustrate one rule from the class generated list. (use the school behavior plan to focus on rules for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) * Read ***Chrysanthemum*** in preparation for word study.   **Day 3**   * Review the song focusing on the following print concepts: reading let-to-right, return sweep, first word, capitalization, punctuation, and concept of word. * Begin by discussing qualities / characteristics that make a good friend. * Read the story ***Friends*** * Retell the story focusing on characteristics of a good friend by text and picture clues for each character. (use the “Friends’ Faces). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Day 1**  **Standards: W 1.5**  **I Can Statement(s):**  I can use pictures and sentences to show ideas, thoughts, and feelings.  **Instructional Plan:**   * See Reading Day 1: Reader’s Response   **Day 2**   * Teacher will explain what makes a good sentence: Capital letter at the beginning, spaces between words, makes sense, punctuation at the end. * Students will copy and illustrate a rule.   **Day 3**   * Students will choose a character from the book ***Friends***. Write a sentence telling what makes that character a good friend and illustrate. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RL 1.2a:** Identify short vowel sounds.  **I Can Statement(s):** I can identify consonants and vowels.  I can identify the short vowel sound in a word.  **Instructional Plan:**  **Day 1:**  n/a  **Day 2**   * Review consonants / vowels using the alphabet * Each student will be given their name typed in boxes with the headings “consonants / vowels”. Students will cut apart the letters of their name and sort letters under the correct heading.   **Day 3**   * Review consonants / vowels : Give each student an index card with a letter (consonant or a vowel). Have all vowels go to one spot and all consonants go to another. Repeat. * Introduce short a. Use the short a poem (song). Sing several times. Brainstorm a list of short a words. Glue the poem in poetry journals and illustrate. Students can circle short a words in the porm.   **Day 4**   * Review short a sound, sing the short a song. Brainstorm a few short a words. * Introduce the “at” word ending. Give students examples of “at” words. * Brainstorm a list of “at” words. Students will compile a list of “at” words in their word work journal. | | | | |
| **Gradual Release of** Responsibility**:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards SL.1.1 “participating in collaborative conversations with diverse partners”.**  Requires explicit instruction with extensive modeling from teacher, followed by opportunities to practice.  **I Can Statement(s):**  I can listen to and retell a story using complete sentences. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Write 2-3 sentences that include all of the components of a “good” sentence. | | If students are unable to write a sentence, they can copy one from the board or use pictures. | | | Teacher will scribe or the teacher will write a sentence and students will copy. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Unit 1 Pre-Assessment**  Rubric for creating a song. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*